



JENNIFER M. GRANHOLM  
GOVERNOR

STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



THOMAS D. WATKINS, JR.  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

April 30, 2003

The Honorable Rod Paige  
Secretary of Education  
U.S. Department of Education  
400 Maryland Avenue  
Washington, D.C. 20202

Dear Secretary Paige:

Michigan is pleased to transmit the enclosed revised version of its Consolidated State Application Accountability Workbook to take the next step in the process for approval of our accountability plan. These revisions are accord with the following:

- Michigan's Peer Review which was held on February 7, 2003;
- The follow-up letter that was sent by Undersecretary Hickock on March 31, 2003; and
- A conference call with staff of the US Department of Education on April 22, 2003.

The Michigan State Board of Education took actions on several policies referenced in the Workbook at its meeting on April 24, 2003.

We thank staff from the US Department of Education for their assistance and their patience in helping Michigan to present its accountability plan in a manner that meets the requirements of the No Child Left Behind Act, and which provides flexibility for Michigan to have its own accountability system that holds schools to fair and rigorous standards.

Michigan is committed to do all we can to help every child succeed. We look forward to your favorable response and the flexibility that you promised regarding our plan. We are pleased to continue to work with you and your staff to move forward to lift up our schools, our teachers, and most importantly, our children.

Sincerely,

Thomas D. Watkins, Jr.

Enclosures

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909  
[www.michigan.gov](http://www.michigan.gov) • (517) 373-3324

# **Michigan Consolidated State Application Accountability Workbook**

**for State Grants under Title IX, Part C, Section 9302 of the Elementary and  
Secondary Education Act (Public Law 107-110)**

**DUE: May 1, 2003**



**U. S. Department of Education  
Office of Elementary and Secondary Education  
Washington, D.C. 20202**

## **Instructions for Completing Consolidated State Application Accountability Workbook**

By January 31, 2003, States must complete and submit to the Department this Consolidated State Application Accountability Workbook. We understand that some of the critical elements for the key principles may still be under consideration and may not yet be final State policy by the January 31 due date. States that do not have final approval for some of these elements or that have not finalized a decision on these elements by January 31 should, when completing the Workbook, indicate the status of each element which is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

### **Transmittal Instructions**

To expedite the receipt of this Consolidated State Application Accountability Workbook, please send your submission via the Internet as a .doc file, pdf file, rtf or .txt file or provide the URL for the site where your submission is posted on the Internet. Send electronic submissions to [conapp@ed.gov](mailto:conapp@ed.gov).

A State that submits only a paper submission should mail the submission by express courier to:

Celia Sims  
U.S. Department of Education  
400 Maryland Ave., SW  
Room 3W300  
Washington, D.C. 20202-6400  
(202) 401-0113

## **PART I: Summary of Required Elements for State Accountability Systems**

### **Instructions**

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.

**Summary of Implementation Status for Required Elements of  
State Accountability Systems**

Status	State Accountability System Element	
<b>Principle 1: All Schools</b>		
F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .
<b>Principle 2: All Students</b>		
F	2.1	The accountability system includes <i>all students</i>
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .
<b>Principle 3: Method of AYP Determinations</b>		
F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .
<b>Principle 4: Annual Decisions</b>		
F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.

**STATUS Legend:**

F – Final state policy  
P – Proposed policy, awaiting State approval  
W – Working to formulate policy

**Principle 5: Subgroup Accountability**

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .

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F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

### **Principle 6: Based on Academic Assessments**

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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### **Principle 7: Additional Indicators**

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

### **Principle 8: Separate Decisions for Reading/Language Arts and Mathematics**

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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### **Principle 9: System Validity and Reliability**

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

### **Principle 10: Participation Rate**

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

#### **STATUS Legend:**

F – Final policy  
P – Proposed Policy, awaiting State approval  
W– Working to formulate policy

## **PART II: State Response and Activities for Meeting State Accountability System Requirements**

### **Instructions**

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

**PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> <li>• The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2).</li> </ul>	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>All public are included in Michigan’s accountability system. In Michigan, every facility classified as a “public school” is given a unique code number in a system called the “School Code Master.” These school codes are used to allocate funding under the State School Aid Act, and are used to develop headcounts for student enrollment. These school codes are also used to generate the Michigan Educational Assessment System (MEAS) tests for each school. Public school academies (charter schools) are also coded and required to participate in state assessment. There are no exceptions or anomalies regarding the participation of every public school in the system.</p> <p>Michigan assigns AYP for schools, such as a school that enrolls students in grades K-2, that feed into a school that has MEAP results. These schools are assigned the MEAP results and AYP determination of the receiving school. This includes situations in which a single feeder school is associated with a single receiving school, as well as situations in which multiple feeder schools</p>		



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are associated with a single receiving school. This procedure is called “backfilling” and will be used in Michigan. The school district must disaggregate the backfilled data in situations where a schools feeds into multiple schools.

Michigan’s accountability system is described in Attachment 1 entitled “A Single, Statewide Accountability System for the State of Michigan.”

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>Michigan has taken the lead in development of a comprehensive state accountability system. Michigan recognizes that a complete picture of information about a school's performance is important in creating a fair system that holds all schools accountable. Michigan went back to the drawing board in 2001 to create a state of the art system that is more than a single test on a single day, one that creates ladders rather than hammers, lifting up Michigan schools, and helping them to improve, rather than simply bashing them down. Michigan's school accreditation system, named <i>Education YES! – A Yardstick for Excellent Schools</i>, is described in Attachment 3.</p> <p><i>Education YES!</i> requires that Michigan calculate and report AYP, using the definition of AYP contained in the No Child Left Behind Act (NCLB), for all Michigan schools.</p> <p>Michigan has been applying AYP systematically to all public schools and public school academies in the state since 1996-97 and will continue to do so.</p> <p>Michigan's Revised School Code provides for a state accreditation system that is applied to all schools, both Title I schools and non-Title I schools. Standards for state accreditation have recently been revised. Michigan's accreditation system is a multidimensional model that is based on student achievement and indicators of school performance. In March, 2002 the State Board of Education approved the framework for a new statewide school accountability/accreditation system that will give schools and school districts a "report card" with A, B, C, D/Alert, and Unaccredited letter grades in the following six areas:</p> <p style="padding-left: 40px;">MEAP STATUS – A school's beginning point based upon an average of three previous year's MEAP data.</p> <p style="padding-left: 40px;">MEAP CHANGE – The degree to which a school's MEAP averages have changed (improvement implied).</p> <p style="padding-left: 40px;">MEAP GROWTH – The degree to which a 4<sup>th</sup> grade cohort, followed to 7<sup>th</sup> grade, has improved, and the degree to which a 7<sup>th</sup></p>		

grade cohort, followed to 11<sup>th</sup> grade, has improved.

INDICATORS OF ENGAGEMENT – Three descriptors of the extent to which a school engages its parents and community.

INDICATORS OF INSTRUCTIONAL QUALITY – Four descriptors of items related to curriculum alignment with the state’s standards.

INDICATORS OF LEARNING OPPORTUNITIES – Four descriptors of items providing additional, extended learning opportunities for students.

COMPOSITE GRADE – A single, overall grade computed from the six previous grades.

The following table will be used to combine the individual school score and AYP status resulting in a composite school grade.

### Unified Accountability for Michigan Schools

<i>Education YES! Composite Grades</i>	A	B (iv)	A
	B	B (iv)	B
	C	C (iii)	C
	D	D/Alert (ii)	C
	F	Unaccredited (i)	D/Alert
		<b><i>Did Not Make AYP</i></b>	<b><i>Made AYP</i></b>

i – iv Priorities for Assistance and Intervention

AYP calculated using No Child Left Behind definition

After the computation of a school’s COMPOSITE GRADE for the six areas described above, a final “filter” will be applied, consisting of the question of whether or not a school or district met or did not meet AYP standards. The answer to this question will serve to decrease or increase a school’s final composite grade on the report card. A school that does not make AYP shall not be given a grade of “A.” A school that makes AYP shall not be listed as unaccredited. A school’s composite school grade will be used to prioritize assistance to underperforming schools and to prioritize interventions to improve student achievement. AYP is thus fully and totally integrated into Michigan’s accountability/accreditation system. AYP will be calculated in accordance with

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federal law for all schools in Michigan.

Documentation of the approval of *Education YES!* by the Michigan State Board of Education is contained in Attachment 4.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.<sup>1</sup></p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State's academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
<p><b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b></p>		
<p>The Michigan Educational Assessment Program (MEAP) currently reports student achievement in four score categories:</p> <p style="padding-left: 40px;">Level 1 – Exceeded Expectations Level 2 – Met Expectations Level 3 – Basic Level 4 – Below Basic (Apprentice)</p> <p>Students scoring in the “Exceeded Expectations” and “Met Expectations” categories are considered to be “proficient.” The “cut scores” that determine the dividing lines between the four score categories consist of scale scores. The cut scores are determined by a Standards Setting Panel of practitioners, facilitated by an expert psychometrician contracted by the MEAP office. A Technical Advisory Panel of national testing experts provides oversight of the standards setting process.</p> <p>The Michigan State Board of Education has officially adopted this definition of proficiency to be the proficiency standard to be used to calculate AYP for English Language Arts and Mathematics at the elementary, middle, and high school levels.</p>		

<sup>1</sup> System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

The four MEAP score categories will continue to be used to report student achievement. These requirements correspond to the NCLB requirements in the following way:

“Exceeded Expectations”	corresponds to “Advanced”
“Met Expectations”	corresponds to “Proficient”
“Basic”	corresponds to “Basic”
“Below Basic”	

MI-Access is Michigan’s Alternate Assessment Program for students with disabilities. The Michigan State Board of Education approved three performance categories for reporting MI-Access results. The labels used are “Surpassed the Performance Standard, Attained the Performance Standard, and Emerging toward the Performance Standard.” For MI-Access, , the State Board of Education will be asked to approve the definition that students scoring on MI-Access as Surpassed the Performance Standard and Attained the Performance Standard will be considered proficient, once the proposed regulation is final on the inclusion of alternate assessment in the calculation of AYP. [This is the first time MI-Access is mentioned so it needs more explanation of what MI-Access is. It is described later, but it also needs to be here.

Attachment 5 contains performance standards set in 2002 for Mathematics for the MEAP. Performance standards for new English Language Arts assessment will be set in the spring of 2003.

Documentation of action by the Michigan State Board of Education on the definition of proficiency is contained in Attachment 6.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
<p><b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b></p>		
<p>Beginning in 2003, the MDE will render AYP determinations and notify schools and districts of those determinations before the end of August of each year. The MDE will require districts, upon receipt of this notice, to notify the parents of all students who are assigned to a school that has been identified for improvement, corrective action or restructuring of their school choice option. Parent notification will, under this plan, take place no later than the first week of each school year, in time for alternative school assignments to be arranged if requested.</p> <p>Evidence of Michigan's commitment to timely notification is contained in Attachment 7, which contains an excerpt from Michigan's assessment administration contract.</p> <p>Michigan law requires that the high school test administration window for the high school assessment occur during the last two weeks of May and the first two weeks of June. Michigan has made arrangements for accelerated scoring and reporting of this assessment. Assessment results will be available to the State of Michigan in early July. Michigan will report AYP for high schools by August 10 each year.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan's accountability system will produce an annual State Report Card, which will include all the data elements required by NCLB as well as the data elements described earlier for the state's accountability/accreditation system (<i>Education YES!</i>). The report card will be available to the public before the beginning of the next academic school year. Assessment results and other academic and non-academic indicators will be included on the report card.</p> <p>A prototype of the report card is attached.</p>		



CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs? <sup>2</sup>	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> <li>• Set by the State;</li> <li>• Based on adequate yearly progress decisions; and,</li> <li>• Applied uniformly across public schools and LEAs.</li> </ul>	State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>The Michigan Department of Education plans to establish a new awards program based on Adequate Yearly Progress (AYP). This new program will operate in conjunction with existing programs, and recognize schools that make AYP in both Mathematics and English Language Arts for two consecutive years. Schools will receive a plaque that includes the school's designation. A brass plate will be added to the plaque each year that the school continues to make AYP in both Mathematics and English Language Arts. Schools that experience a break in AYP will not receive a brass plate to add to the plaque for that year. After a break in AYP, a school will need to meet AYP for two consecutive years to qualify for the next brass plate. Special recognition will be given for schools that make AYP for two consecutive years, after not having made AYP previously.</p> <p>Michigan currently has several reward programs honoring schools which make exceptional progress in increasing student achievement. They are as follows.</p> <p><b>Blue Ribbon Schools</b> - The Blue Ribbon Program is a school improvement strategy that models excellence and equity. Blue Ribbon schools exhibit a strong commitment to educational excellence for all students. The school's success in furthering the intellectual, social, moral, and physical growth of all its students, including students with disabilities and limited English proficient students, is a basic consideration underlying the criteria. The program welcomes both schools that have demonstrated sustained success in achieving these values and schools that have demonstrated significant progress while overcoming serious obstacles. Blue Ribbon Schools celebrate their success at recognition ceremonies conducted at the local school building site with representatives from the MDE and the State Board of Education in attendance. Blue Ribbon</p>		

<sup>2</sup> The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

recognition is widely publicized throughout the community through the media. Schools are required to make AYP as a condition of application for consideration as a Blue Ribbon School.

**Governor's Cup Awards** – This award was established by the Governor in 2000. The award is non-monetary and provides a trophy to the high school in each of the 73 major athletic conferences in Michigan which has the highest number of students earning the Michigan Merit Award.

**Merit Award Program** – This award was instituted in 1999 and provides a \$2,500 scholarship for post-secondary education to any high school student in Michigan who passes (levels 1 or 2) four of the high school MEAP tests (Reading, Writing, Mathematics, Science). Beginning with the Class of 2005, there will be an additional potential award of up to \$500 based on middle school assessment performance.

**Title I Distinguished Schools** – Each year, Title I schools that have made AYP in all subject areas have been invited to a meeting of the State Board of Education where they are recognized and presented with a certificate honoring their accomplishment.

It is Michigan's intention to continue to support these reward and recognition programs. The MDE had been scheduled for an appropriation of \$10 million for 2001-02 for technical assistance to underperforming schools under school accountability/accreditation. That funding was most recently reduced to \$2 million because of seriously declining state revenues, and is recommended for elimination in 2003-04.

Michigan intends to apply the consequences specifically listed in Section 1116 of NCLB to Title I schools not making AYP. For all schools, including non-Title I schools, the Michigan School Code provides that the Superintendent of Public Instruction may apply one or more of the following consequences for a school that is unaccredited:

- An administrator may be appointed to operate the school;
- Parents may be given the opportunity to send their child to another school within the school district;
- The school may be allowed to affiliate with a research-based improvement program; or
- The school may be closed.

The Michigan State School Aid Act provides that the Superintendent of Public Instruction may place into escrow up to 5% of state school aid attributable to students in an unaccredited school until such time as the school submits an acceptable plan for improving student achievement. Attachment 8 contains sections of the Revised School Code and the State School Aid Act which address these issues.

**PRINCIPLE 2. All students are included in the State Accountability System.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.1 How does the State Accountability System include all students in the State?	<p>All students in the State are included in the State Accountability System.</p> <p>The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.</p>	Public school students exist in the State for whom the State Accountability System makes no provision.
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>Michigan tracks all students enrolled in public schools through the Single Record Student Database (SRSD). A Unique Identification Code (UIC) is assigned to each student. The UIC is matched with the MEAP data through pre-identification of MEAP test forms. All students are counted in the SRSD because it is tied to State School Aid. Pupil counts are audited for state aid purposes. Starting from this comprehensive database of students, Michigan ensures that all students are included in the state accountability system. MI-Access also uses the UIC so that the MEAP and MI-Access databases can be merged for the purpose of calculating participation rates and AYP.</p> <p>The MEAP testing program has been in existence in Michigan since 1970. MEAP tests in English Language Arts, Mathematics, Science, and Social Studies are administered at grades 4, 5, 7, 8, and 11 in every public school and public school academy in Michigan. For both MEAP and MI-Access a testing “window” is established, allowing each school or district to schedule testing at a time that is most convenient in the school calendar. This “window” also allows schools the opportunity to test students who may have been absent on the official day of testing. Michigan can thus offer reasonable assurance that all students at the grade levels tested will be included in the accountability system.</p> <p>Michigan has been reporting the AYP of its public schools since 1996-97, using baseline data from the 1995-96 MEAP testing. Because the current MEAP tests are administered in grades 4, 5, 7, 8, and 11, there are some schools (e.g. K-2 buildings) where the MEAP assessment is not conducted. Nevertheless, Michigan has been reporting the AYP status of such schools and will continue to do so, using feeder school pairing and use of assessments other than MEAP as the basis for determining AYP. Michigan state law requires schools to assess all students annually, as documented in Attachment 9. Schools have the opportunity to use data from other assessments in the appeal procedure, if needed.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.2 How does the State define “full academic year” for identifying students in AYP decisions?	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan has two semi-annual student count days, as provided in the State School Aid Act. These count days are the fourth Wednesday in September and the second Wednesday in February. These student count days are the basis of Michigan’s definition of a full academic year.</p> <p><b>For a school district:</b> Students must have been enrolled in the school district for the two most recent semi-annual official count days.</p> <p><b>For an individual school:</b></p> <ol style="list-style-type: none"> <li>1. Students must have been enrolled in the school for the two most recent semi-annual official count days.</li> <li>2. For students in their first year in a school building because of the grade structure of the receiving school (for example, a student “graduating” from a K-4 elementary school to a 5-8 middle school), the student will be considered as having been in the middle school for a full academic year if the student was, in the previous year, enrolled in another school (in this case the elementary school) in the same school district.</li> </ol> <p>Students who have been in the school district for a full academic year but have moved from building to building at the same level (that is, elementary to elementary), within the district will be counted in the district’s AYP but not in a building’s AYP.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>In Michigan, the Center for Educational Performance and Information (CEPI), within the Michigan Department of Management and Budget, is charged with maintaining an electronic database that includes, among many things, current enrollment and attendance data for every Michigan public school student. CEPI manages the assignment of a Unique Identification Code (UIC) for each student. Three times each school year, local school districts submit updated electronic information on students to CEPI. These data are used to confirm the continued enrollment of a student in a particular school and school district.</p> <p>The CEPI data will be able to identify all students who have been enrolled for a full academic year and whose achievement data will thus be included in the calculation of AYP for that student's school.</p>		

**PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts <sup>3</sup> and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014.  State extends the timeline past the 2013-2014 academic year.

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

The State of Michigan has not only set “starting points” for proficiency in Mathematics and English Language Arts, at the elementary, middle, and high school levels, but has set the annual objectives for the increase in achievement leading to 100% proficiency in the year 2013-14.

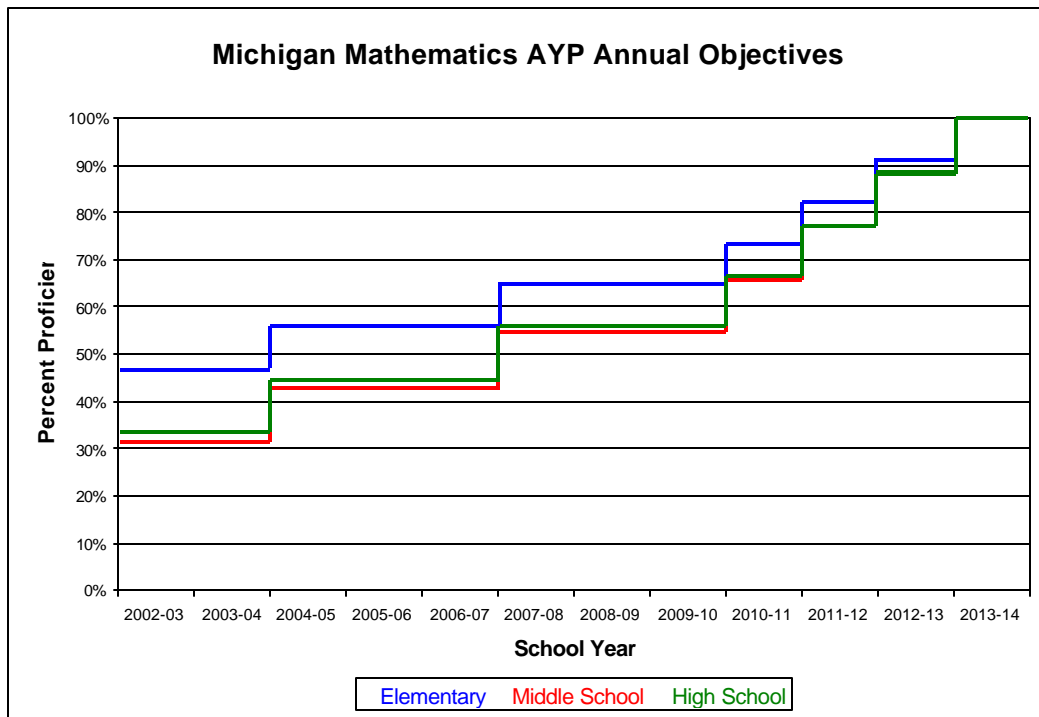
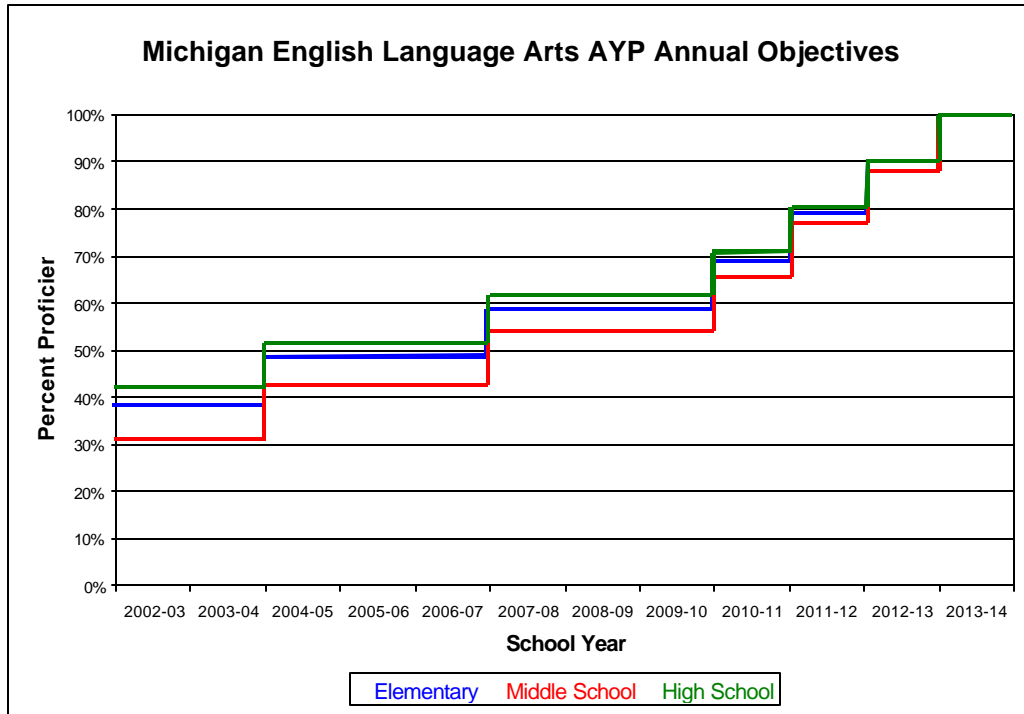
A table listing the starting points (2002-03) and subsequent intermediate goals is presented below:

**Michigan Annual AYP Objectives**

Content Area	School Year												
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Elementary</b>													
Mathematics	47%	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
English Language Arts	38%	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
<b>Middle School</b>													
Mathematics	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
English Language Arts	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
<b>High School</b>													
Mathematics	33%	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%
English Language Arts	42%	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

<sup>3</sup> If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

The above data are presented below in graphic form, for both English Language Arts and Mathematics:



CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>



**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

There are two ways for a school or district to make AYP: meeting the annual objective or showing sufficient improvement (safe harbor). For a public school or LEA to make AYP, all students tested and each student subgroup must meet or exceed the State annual measurable objectives or show sufficient improvement, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.

In determining where each school or district stands in relation to the State objectives, Michigan will use a three-step averaging system, as follows:

Step One – Look at the school's most recent State assessment results. Does the school meet the State target? If yes, the school makes AYP. If no, go to Step Two.

Step Two – Calculate the average of the school's most recent and preceding year State assessment results (two-year average). Does the school then meet the State target? If yes, the school makes AYP. If no, go to Step Three.

Step Three – Calculate the average of the school's most recent and preceding two years' State assessment results (three-year average). Does the school then meet the State target? If yes, the school makes AYP. If no, the school is classified as not making AYP based on the State target.

This system of averaging will be used in order to give schools that are improving full credit for increases in their State assessment results, and also to avoid those instances where an uncharacteristic "swing" in a single year's scores would negatively impact a school.

If in any particular year all students tested or the student subgroup does not meet these annual measurable objectives, the public school or LEA will be considered to have made AYP if:

1. The percentage of students in that group who did not meet or exceed the proficient level of academic achievement on that State assessments for that year decreased by 10% of that percentage from the preceding year;
2. That group made progress on the State's additional academic indicator; and
3. That group had at least 95% participation rate on the state assessment.

Michigan will identify for school improvement any school that fails to make AYP for two consecutive years on the same measure (English Language Arts, Mathematics, or the additional indicator) for the same subgroup at the same grade range.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20<sup>th</sup> percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

The State Board of Education in Michigan has determined the starting points listed below for the calculation of AYP. These starting points are based on assessment data from the 2001-02 administration of the MEAP tests and represent the percentage of proficient students in a public school at the 20<sup>th</sup> percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.

(Note: The percentage of students proficient in the lowest scoring subgroup in Michigan – “Students with Disabilities” – was lower than the percent proficient using the 20<sup>th</sup> percentile

method stated in the previous paragraph.)

**Michigan Starting Points for AYP**

- 47% - Elementary Mathematics
- 38% - Elementary English Language Arts
- 31% - Middle School Mathematics
- 31% - Middle School English Language Arts
- 33% - High School Mathematics
- 42% - High School English Language Arts

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?	<p>State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments.</p> <p>The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline.</p> <p>The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>

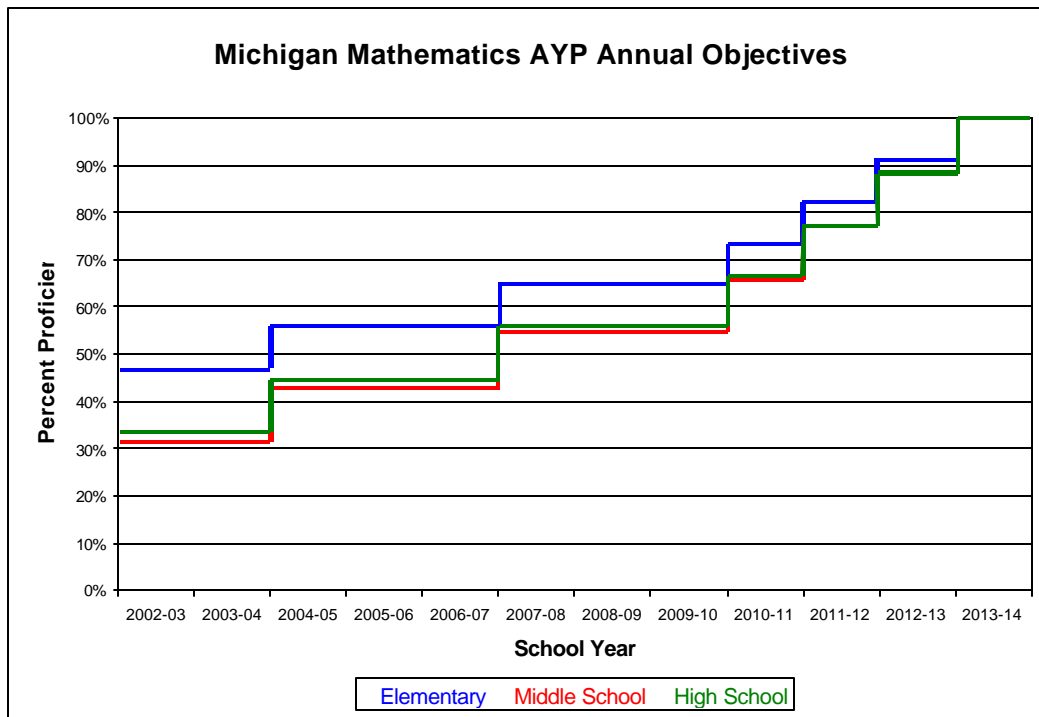
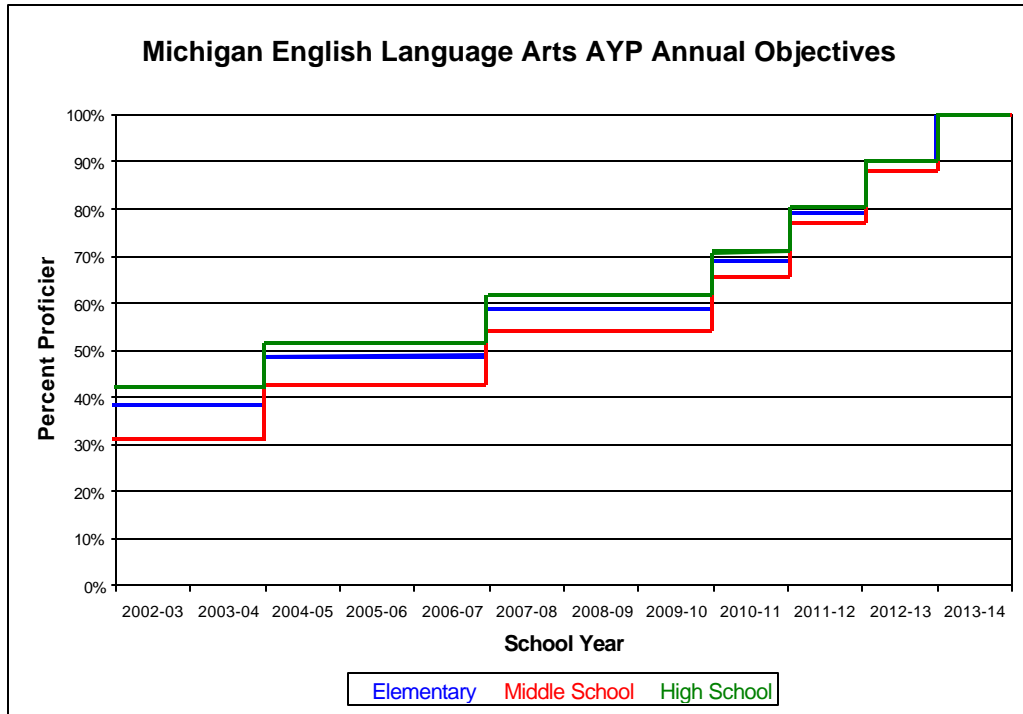
**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

A table listing the starting points (2002-03) and subsequent annual measurable objectives is presented below:

**Michigan Annual AYP Objectives**

Content Area	School Year												
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Elementary</b>													
Mathematics	47%	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
English Language Arts	38%	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
<b>Middle School</b>													
Mathematics	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
English Language Arts	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
<b>High School</b>													
Mathematics	33%	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%
English Language Arts	42%	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

The above data are presented below in graphic form, for both English Language Arts and Mathematics:



Michigan's application of the above annual measurable objectives is consistent with Michigan's experience with its school improvement initiatives. Michigan anticipates that the strongest academic gains will occur in later years, after reforms have been institutionalized, needed resources brought to bear, technical assistance provided, and capacity improved.

The growth expectations reflected in the graphs above assume that low-performing schools must develop a shared, coherent, and explicit set of norms about what constitutes a high performing school before the most substantial improvement in test scores will occur. These shared norms and expectations require a significant investment in the knowledge and skills of teachers in low-performing schools and school districts before the most substantial improvement gains will be realized. For this reason, Michigan's improvement expectations, while substantial throughout the 12-year trajectory, are more ambitious in the later years of the timeframe than they are in earlier years.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> <li>•The first incremental increase takes effect not later than the 2004-2005 academic year.</li> <li>•Each following incremental increase occurs within three years.</li> </ul>	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

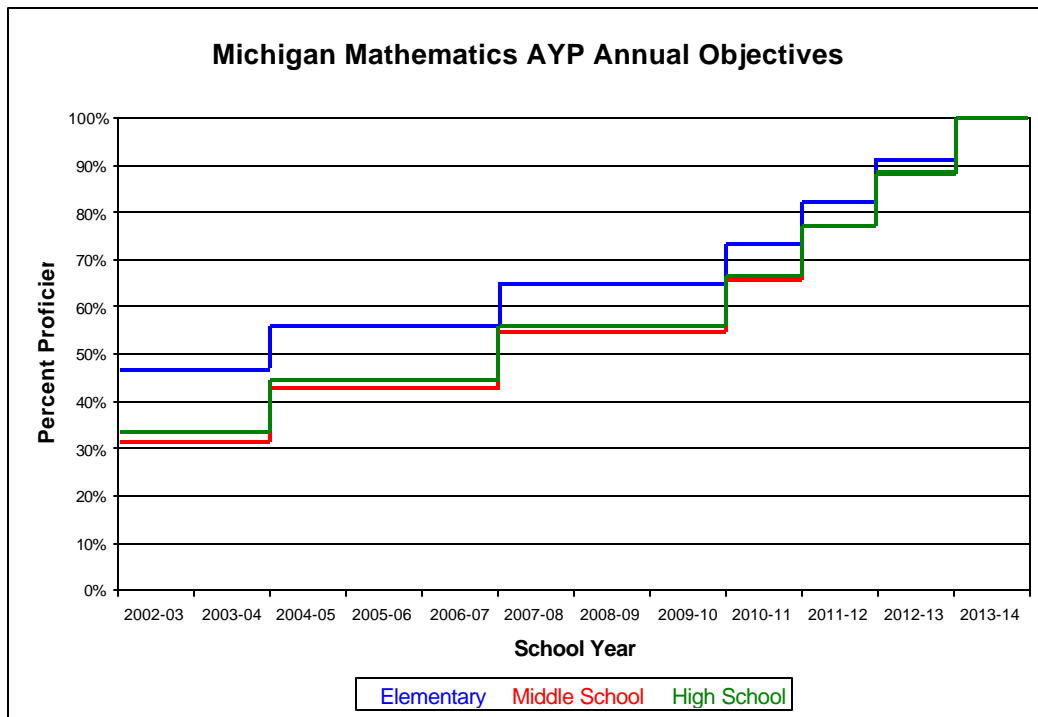
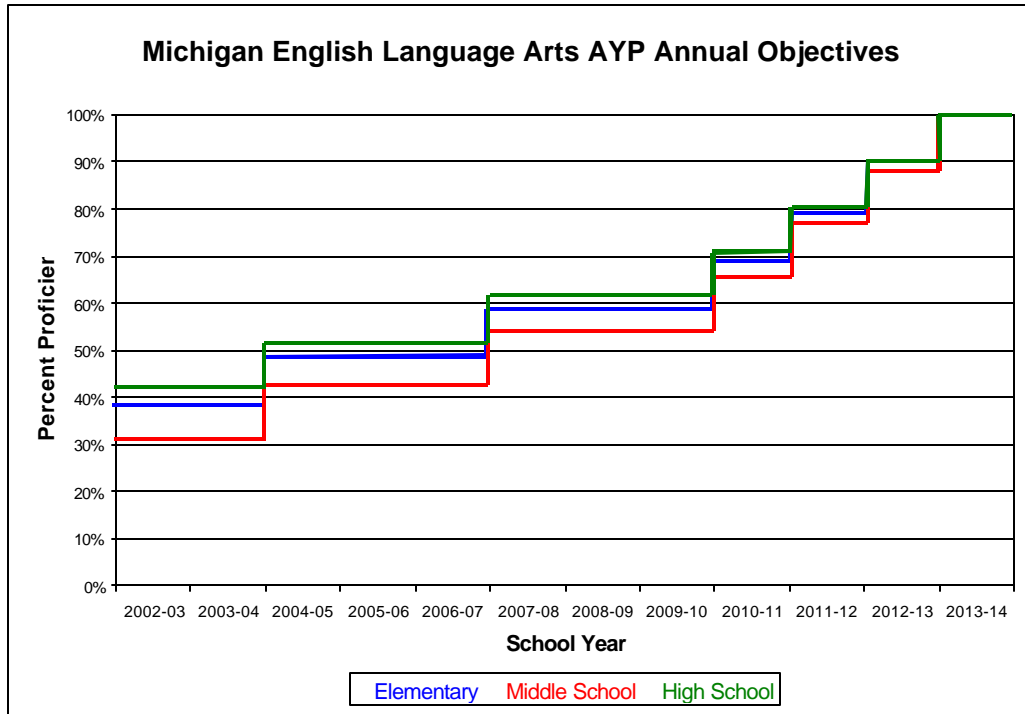
The State of Michigan has not only set “starting points” for proficiency in English Language Arts and Mathematics, at the elementary, middle, and high school levels, but has set the intermediate goals for the increase in target achievement points leading to 100% proficiency in the year 2013-14. These intermediate goals correspond to the annual measurable objectives previously described.

A table listing the starting points (2002-03) and subsequent intermediate goals is presented below:

**Michigan Annual AYP Objectives**

Content Area	School Year												
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Elementary													
Mathematics	47%	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
English Language Arts	38%	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
Middle School													
Mathematics	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
English Language Arts	31%	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
High School													
Mathematics	33%	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%
English Language Arts	42%	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

The above data are presented below in graphic form, for both English Language Arts and Mathematics:





**PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. <sup>4</sup>	AYP decisions for public schools and LEAs are not made annually.
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>Michigan administers its educational assessment tests in English Language Arts and Mathematics in January/February each year in grades 4, 5, 7, and 8. MI-Access is administered each year during the last two weeks of February through the end of March. At the high school level, the MEAP tests are administered in April/May. Michigan's assessments are currently being revised to include the grade level tests required by NCLB.</p> <p>Beginning with 2001-2002 data, AYP determinations will be made annually based on Michigan's AYP definition, as specified in Attachment 13. State accreditation decisions under <i>Education YES!</i> will be made annually, beginning with the 2002-2003 school year. AYP is now an integral component of school accreditation. All NCLB reporting requirements will be incorporated into state accreditation reporting requirements.</p>		

<sup>4</sup> Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

**PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.1 How does the definition of adequate yearly progress include all the required student subgroups?	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	State does not disaggregate data by each required student subgroup.
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>AYP will be calculated for a school and district student population in general, and will be disaggregated for the following subgroups:</p> <ul style="list-style-type: none"> <li>• Economically disadvantaged</li> <li>• Students with limited English proficiency</li> <li>• Students with disabilities</li> <li>• Major racial and ethnic subgroups</li> </ul> <p>Attachment 12 contains definitions of the fields used to gather subgroup data through the SRSD.</p> <p>Documentation of approval of the Michigan State Board of Education regarding the calculation of AYP is contained in Attachment 13.</p> <p>If in any particular year all students tested or the student subgroup does not meet these annual measurable objectives, the public school or LEA will be considered to have made AYP if:</p> <ol style="list-style-type: none"> <li>1. That group had at least 95% participation rate on the State assessments.</li> <li>2. The percentage of students in that group who did not meet or exceed the proficient level of academic achievement on that State assessments for that year decreased by 10% of that percentage from the preceding year; and</li> <li>3. That group made progress on the State's additional academic indicator.</li> </ol> <p>Michigan will identify for school improvement any school that fails to make AYP for two consecutive years on the same measure (English Language Arts, Mathematics, or the additional indicator) for the same subgroup at the same grade range.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?	Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.	State does not include student subgroups in its State Accountability System.
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>In Michigan, a school or school district's AYP will be determined on the basis of whether or not each of the subgroups listed in the previous section, in the school or school district, is making AYP. This determination will be based not only on the extent to which the subgroup meets the annual target goals for English Language Arts and Mathematics set for the State (or qualifies under the "safe harbor" provision), but also on whether the subgroup makes AYP on the additional "indicator" and qualifies by virtue of having 95% of the subgroup tested.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State's definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Students with disabilities participate in the State Board approved Michigan Educational Assessment System in one of several ways:</p> <ul style="list-style-type: none"> <li>• MI-Access, Michigan's Alternate Assessment Program;</li> <li>• Participation in the MEAP with accommodations; or</li> <li>• Participation in the MEAP without accommodations.</li> </ul> <p>All students are assessed. The State Board of Education's MEAS policy requires all students, including students with disabilities, be assessed at the state level.</p> <p>The SRSD keeps track of student disabilities and allows the disaggregation of student scores. Attachment 12 contains definitions of the fields used to gather subgroup data through the SRSD.</p> <p>Documentation of assessment procedures and protocols for students with disabilities for MEAP is contained in Attachment 10, and for MI-Access in Attachment 11.</p> <p>In Michigan, students with disabilities constitute one of the subgroups whose successful achievement of AYP will be required (along with other subgroups) in order for a school or school district to be classified as making AYP.</p> <p>Michigan has an alternate assessment – MI-Access – for students with cognitive impairment. Performance categories have been approved by the Michigan State Board of Education for the MI-Access tests.</p> <p>All special education students not taking the MI-Access assessment will participate in the regular MEAP assessment or in the MEAP with accommodations.</p>		

Students with Disabilities participating in MEAP using nonstandard assessment accommodations will be counted as “Not Proficient” in the calculation of Adequate Yearly Progress. However, they will count as being assessed in the school, district, and state participation rates in the Michigan Educational Assessment System

According to the final regulations for NCLB, students with disabilities participating in MI-Access, Michigan’s Alternate Assessment Program, will count as being assessed, but will count as “Not Proficient” when calculating AYP.

Once the proposed regulation addressing the inclusion of alternate assessment results in the calculation of AYP is final, Michigan will revisit inclusion of its students participating in MI-Access, Michigan’s Alternate Assessment, in its calculation of AYP.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Students with limited English proficiency (LEP) comprise one of the required subgroups that must demonstrate AYP in order for a school, public school academy or school district to make AYP.</p> <p>LEP students in Michigan public schools, less than four percent of the enrolled student population, speak over 125 different languages in their homes. Approximately 40% of the LEP students live in homes where Spanish is the primary language, and approximately 25% live in homes where Arabic is the primary language. The rest of the students are scattered among many other language groups. While 102 school districts and public school academies do offer some level of bilingual instruction to some of their LEP students, the majority of LEP students receive academic instruction exclusively in English. These factors informed the decision of the Michigan Department of Education not to develop native language assessments.</p> <p>Many school districts choose to assess their LEP students with the MEAP tests. In school districts with large LEP populations school district administrators expressed concern that many of their LEP students were not proficient enough in English to have full access to the MEAP tests. In order to provide an English Language Arts and a Mathematics assessment on which LEP students could demonstrate what they know and can do in those academic areas, the department worked with a Title III Ad Hoc Advisory Group of LEP instruction and assessment practitioners to review assessments currently available. Following discussion and input, the Michigan Education Assessment Office in the Michigan Department of Treasury selected the Stanford Diagnostic Reading and Mathematics Tests as the tests most closely aligned with Michigan's standards. The Stanford tests, which use a simpler level of English, were modified with the addition of MEAP test items to include the Michigan standards and benchmarks not assessed by the Stanford tests. Results will be calculated and included in the measure of adequate yearly progress for LEP students. Standard setting will be conducted and the proficiency level of the tests will be evaluated for congruence with the MEAP test proficiency levels.</p>		

School district administrators and the Title III Ad Hoc Advisory Group also recommended that the list of Standard Accommodations for the MEAP tests be expanded to include accommodations specific to LEP students. The Merit Award Board, the policy setting authority for the Michigan Education Assessment Office, met on March 21, 2003 and approved an expanded set of Standard Assessment Accommodations. A copy is included with this document. The accommodations policy was established so that it could be used on the 2002-03 high school assessments in April 2003 and all assessments beginning in 2003-04.

As assessments are developed to meet the annual testing requirements of grades three through eight, they will be developed to accommodate LEP students as well as native English speakers. This will ensure that all students, including LEP students, are assessed on the same standards to meet the same academic expectations. The MEAP office is projecting that these grade levels tests will be ready for statewide administration in 2004-05, one year ahead of the data required by NCLB. In the meantime, Michigan proposes to:

1. For students who have been in U. S. schools for three years or less, use the English Language Proficiency testing program currently in place in Michigan to determine whether LEP students should take the regular MEAP tests, with the new accommodations approved by the Merit Award Board.
2. If an LEP student's level of proficiency is judged not sufficient to be able to yield valid and reliable results, Michigan will continue to use the alternative Stanford Diagnostic tests, augmented with items from the regular MEAP tests, to test LEP students who have been in U.S. schools for three years or less.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.<sup>5</sup></p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>The Michigan State Board of Education has determined the number thirty (30) as constituting the minimum number of students in a subgroup for accountability purposes. This decision was based upon investigation of research and scholarly papers that indicated the number thirty (30) was large enough to yield “statistically reliable” results.</p> <p>Wherever a subgroup size is less than thirty (30), data for the students in the subgroup will be reported to the school or district, for instructional purposes, even though not included in the determination of AYP for the school or district. Michigan will carry the number up to the district and state levels as required.</p> <p>To determine a minimum sample size, we investigated the standard error of the difference between percentages from two independent samples. Table 1 shows the standard error as a function of student sample size. Even with 50 students in a category each year, the standard error of the difference between the percentage in year 2 and that in year 1 is 10%. The observed difference is expected to be within one standard error of the true difference two thirds of the time. The observed difference falls outside the boundary of the true difference by more than a standard error one third of the time. Michigan’s compromise between the competing goals of more disaggregated reporting and greater statistical reliability is to set the minimum number of students at 30.</p> <p>Michigan has investigated the impact of its proposal in terms of the number of schools that will be included or excluded by setting the minimum number of students at 30. Michigan takes the approach of multi-year averaging for schools that are below the minimum group size. This technique will allow more schools to be included in the accountability system.</p> <p>The following chart provides impact and confidence data regarding Michigan’s approach to this</p>		

<sup>5</sup> The minimum number is not required to be the same for reporting and accountability.



issue:

**Michigan Confidence and Impact Data**

Number of Students	Schools Included	Schools Excluded	Standard Error of the Difference (in Percentage)
10	3,381	149	22.4%
15	3,312	218	18.3%
20	3,228	302	14.1%
25	3,146	384	15.7%
30	3,051	479	12.9%
35	2,974	556	12.0%
40	2,867	663	11.2%
45	2,765	765	10.5%
50	2,621	909	10.0%
60	2,319	1,211	9.1%
70	2,078	1,452	8.5%
80	1,803	1,727	7.9%
90	1,554	1,976	7.5%
100	1,368	2,162	7.1%

The chart provided above is based on the number of schools operating in the Fall of 2002. This data was subject to Michigan's pupil accounting audit.

Michigan chose a minimum group size of 30 based on the statistical properties, as a reasonable approach to the problem of reliability. The chart shows that 3,051 schools will be included in the accountability system directly. Almost all of the 479 remaining schools will be included in the system through multi-year averaging. Any remaining schools will be examined on a case by case basis, using data from other achievement measures and data from students at other grade levels. This problem will be reduced or eliminated when assessments in grades 3-8 are implemented in 2004-05.

Attachment 15 documents action by the Michigan State Board of Education on this issue.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. <sup>6</sup>	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
In the current state assessment programs, assessment data are not publicly reported for any summary report on a group of fewer than ten (10) students. In such cases, individual student results are reported to the school, for instructional purposes, but not publicly reported.		

<sup>6</sup> The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student's parents, any personally identifiable information contained in a student's education record.

**PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?	<p>Formula for AYP shows that decisions are based primarily on assessments.<sup>7</sup></p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>English Language Arts and Mathematics assessment scores are the predominant determinant of AYP. While the required additional academic indicators {NCLB Section 1111(b)(2)(C)(vi)} are part of the AYP determination, in determining whether each subgroup, school building, and district, as well as the state-as-a-whole meets the annual measurable objectives, Michigan will calculate the percent of the tested students who achieve the proficient level or higher, examine participation rates, implement a uniform averaging procedure, and employ the safe harbor provision. Each of these calculations is based on English Language Arts and Mathematics assessments scores.</p>		

<sup>7</sup> State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

**PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
7.1 What is the State definition for the public high school graduation rate?	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> <li>• Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years; or,</li> <li>• Uses another more accurate definition that has been approved by the Secretary; and</li> <li>• Must avoid counting a dropout as a transfer.</li> </ul> <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause<sup>8</sup> to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

<sup>8</sup> See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

**STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS**

1. For purposes of calculating graduation rate, a “school year” will be considered as from the start of a school’s academic year through August 31. This allows the graduation rate to include seniors who graduate during the summer.
2. A beginning target percentage graduation rate will be established for the state. This beginning target will be established in a manner similar to the calculation of achievement targets for adequate yearly progress in English Language Arts and Mathematics. All high schools in the state will be arranged in descending order of graduation rate percentage, along with the enrollment for each school. The graduation rate of the high school at the 20<sup>th</sup> percentile of total state high school enrollment will become the initial target graduation rate for the state. The initial target graduation rate will remain constant for two years, 2003-04 and 2004-05, but will be increased in 2005-06, 2008-09.
3. It estimated at this time that the 20<sup>th</sup>-percentile-of-total-enrollment formula will result in a beginning statewide target graduation rate of approximately 80%.
4. Schools above this rate will be considered as making AYP. Schools below the rate will be considered making AYP if they achieve a certain percentage growth within the first two years of establishing the target rate, and a certain percentage growth every year thereafter (“safe harbor”).
5. For schools whose graduation rate is initially below the state target rate, the amount of improvement needed to achieve “safe harbor” will be calculated by subtracting a school’s actual graduation rate from the state target rate. In order to be considered making AYP by a “safe harbor” approach, a school will be expected to reduce this gap number by ten percent (10%), to be achieved over a period of two years.
6. Four years will be considered the normal period of time for a high school student to earn a regular diploma. For a high school containing grades below grade 9, e.g. 7-12 high school, only grades 9-12 will be considered. For a 10-12 high school, the normal period will be four years and, for purposes of calculating graduation rate, it will be necessary to begin tracking the cohort in grade nine in the district’s middle or junior high school. For a student with disabilities (special education student), the student’s Individualized Educational Program Team (IEPT) may determine a specific “normal period” for this student.
7. Graduation rate will be computed on following ninth grade students as a cohort through the years of high school. Graduation rate will be calculated on the percentage of the cohort who earn a regular diploma. When students exit from a school district, an exit code for the student must be entered into the Single Record Student Database (SRSD) at the Center for Educational Performance and Information (CEPI). These codes will be used to determine what students will remain in the cohort being followed, to calculate the

graduation rate.

8. Students with the following CEPI codes will be considered as in the cohort and will be included in the calculation of graduation rate:

- 01 – Graduated from general education with a diploma.
- 02 – Graduated from general education with a diploma and applied to a degree granting college or university.
- 03 – Graduated from an alternative program.
- 04 – Graduated and applied to a non-degree granting institution.
- 05 – Completed general education with an equivalency certificate.
- 06 – Completed general education with other certificate.
- 07 – Dropped out of school.
- 10 – Expelled from the school district (no further services).
- 11 – Enlisted in military or Job Corps.
- 13 – Incarcerated.
- 16 – Unknown.
- 17 – Placed in a recovery or rehabilitative program.
- 19 – Expected to continue in the same school district.
- 20 – Special Education student – received certificate of completion.
- 21 – Special Education student – reached maximum age for service.
- 22 – Special Education student – no longer receiving services and returned to general education program.

9. The cohort will be reduced by students who exit from school during the high school grades according to the following CEPI exit codes:

- 08 – Enrolled in another district in Michigan.
- 09 – Moved out of state.
- 12 – Deceased.
- 14 – Enrolled in home school.
- 15 – Enrolled in a non-public school.
- 18 – Left adult education.
- 25 – Special Education student – enrolled in special education in another district.
- 26 – Special Education student – enrolled in another district, not in special education.

The following CEPI exit codes would require the student to remain in the denominator but would not be counted as “graduating” in the calculation of graduation rate:

- 05 – Completed general education with an equivalency certificate.
- 06 – Completed general education with other certificate.
- 07 – Dropped out of school.
- 16 – Unknown.
- 20 – Special education student – received certificate of completion.
- 21 – Special education student – reached maximum age for services.

22 – Special education student – no longer received services and returned to general education program.

The following CEPI exit codes will be used to calculate dropout rate:

07 – Dropped out of school.

16 – Unknown.

10. For purposes of calculating AYP for a high school, a four-year (grades 9-12) cohort will be used for all Michigan high schools. This will entail starting with the ninth graders in the schools that feed into high schools that serve only grades 10-12. Because dropouts typically occur between grades 9 and 10, a disparity will likely appear in the graduation rate of a 9-12 high school versus a 10-12 high school. While the official AYP status will be determined as just described, it is planned that high schools will be given a second, advisory AYP status, based on a 10-12 cohort, enabling all high schools to be compared using the same calculation method.

11. It is not an expectation that, like student proficiency in English Language Arts and Mathematics, the target goal for graduation rate in Michigan should reach 100% by 2013-14. The reality of high school enrollment, in Michigan and elsewhere, would make this an improbable if not impossible goal to reach. It is expected, however, that growth toward higher targets should be encouraged. Based on a beginning target graduation rate of 80% for 2002-03, the following are Michigan's intermediate target goals as approved by the Michigan State Board of Education:

2005-06 – 85%

2008-09 – 90% This rate would be remain in effect through 2013-14.

Michigan has what appears to be a unique situation. Unlike other states that have chosen to hold the sending school/district accountable for students attending center program schools, Michigan has chosen to hold the receiving school/district accountable. The reason for this decision is that the receiving school/district provides the direct instruction to the students and receives the state per pupil foundation grant. Michigan has approximately 151 center program schools. At this point in time, the state does not collect information that would enable us to determine the number of center programs that provide instruction to high school age students. However, for the most part, the student population attending center programs have cognitive impairment. Therefore, the vast majority of students will never graduate with a regular high school diploma using graduation rate as the additional indicator. The graduation rate for center program schools will typically be zero, therefore, these schools would never meet AYP and will always be in "needs improvement" even though they are providing excellent education for the cognitive functioning level of the population the school educates. Michigan is asking for guidance from the U.S. Department of Education as to how to proceed with this issue.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.<sup>9</sup></p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	State has not defined an additional academic indicator for elementary and middle schools.
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>For elementary and middle schools, Michigan will use “<b>Attendance Rate</b>” as the “other indicator.” Michigan collects information on pupil attendance through the SRSD, which is documented in Attachment 12. The calculation of attendance rate will be based on data submitted to CEPI in the SRSD, comparing:</p> <ul style="list-style-type: none"> <li>• Each student’s total possible number of attendance days that year, based on the student’s date of enrollment.</li> <li>• Each student’s actual days of attendance, out of the total attendance days possible for that student.</li> </ul> <p>A school’s attendance rate will be the aggregate total number of days of actual attendance for all students in the school, divided by the aggregate total number of possible days of attendance for all students, based upon each student’s date of enrollment, times 100, to obtain a percentage figure.</p> <p>The initial percentage target for the state will be: 85% attendance. Schools above this percent will be considered making AYP. Schools below this percent will be considered making AYP if, over a period of two years, they reduce by 10% the percentage of students representing the gap between the 85% target and the school’s actual rate (“safe harbor”). (Example - school attendance rate: 70%. 85% minus 70% = 15% gap. 15 times 10% = 1.5. School target becomes 71.5% in order to make AYP.)</p> <p>It is not expected that Michigan’s eventual target attendance rate would be 100%. The realities</p>		

<sup>9</sup> NCLB only lists these indicators as examples.



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of student attendance, in Michigan and elsewhere, would make this an improbable if not impossible goal to reach. It is expected, however, that growth toward higher targets should be encouraged. Based on an estimated beginning target attendance rate of 80% for 2002-03, the following intermediate target goal is recommended:

2005-06 – 90% This rate would remain in effect through 2013-14

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<p>7.3 Are the State's academic indicators valid and reliable?</p>	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
<p><b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b></p>		
<p>Michigan collects student data on an individual basis through the SRSD, as documented in Attachment 12. The reliability of data reporting has been greatly enhanced through implementation of this system.</p> <p>Michigan reviews data submitted by school districts relative to the graduation and attendance rates and identifies figures that represent substantial change from past performance. Michigan engages individual school districts in verifying data that represents substantial change from past performance.</p> <p>The attendance and graduation rate indicators were adopted as part of Michigan's accountability/accreditation system, <i>Education YES!</i>, before the NCLB requirements were integrated with that system. They are consistent with nationally recognized standards, as indicated by their inclusion in NCLB, and accepted as valid academic indicators by educators in Michigan.</p>		

**PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.<sup>10</sup></p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan does test and measure separately the areas of English Language Arts and Mathematics. Assessment results for each subject are separately used to calculate the AYP status of a school and school district.</p>		

<sup>10</sup> If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

**PRINCIPLE 9. State Accountability System is statistically valid and reliable.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan uses up to three years of data combined to increase the reliability of accountability decisions.</p> <p>Michigan's long history and experience in test development has resulted in assessments that have high degrees of reliability and validity. Michigan has included several features that are designed to maximize decision consistency and the validity of inferences drawn. These include:</p> <ul style="list-style-type: none"> <li>• The use of uniform averaging and comparing the average to the most recent year's test results;</li> <li>• The employment of the "safe harbor," so that schools and districts that miss the annual measurable objective but show a strong gain in the areas missed will not be identified; and</li> <li>• An appeal procedure that school districts may use if data used to determine AYP do not agree with local data.</li> </ul> <p>As Michigan's accountability system is implemented, the MDE will examine data related to the reliability and validity of the inferences made about schools and districts. This information will be shared with schools and districts, and used to refine the system as appropriate.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
<b>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</b>		
<p>Because of the validity and reliability associated with the MEAP tests, Michigan is reasonably assured of the validity of its AYP decisions.</p> <p>As mentioned earlier, Michigan has been calculating and reporting AYP to schools and districts since 1996-97. An appeal process has been in place since that time and will continue to be available to schools and districts.</p> <p>Michigan has established the following process for schools and school districts to appeal the AYP determinations made by the MDE:</p> <ol style="list-style-type: none"> <li>1. Information on the appeal process and a space for schools and districts to indicate that they wish to appeal an AYP determination is included in the annual AYP report issued to school districts.</li> <li>2. Districts that wish to appeal an AYP determination for a school or district return a copy of the AYP report to the MDE with a description of the reasons why they believe the AYP determination is in error, including supporting evidence. Districts are expected to include evidence that the school or district is making adequate achievement gains based on other academic assessment data or indicators.</li> <li>3. The MDE reviews the reasons and evidence submitted to determine their validity and evaluate the achievement data submitted.</li> </ol> <p>The MDE notifies the school district regarding its final determination within 30 days of receipt of the appeal.</p>		

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.<sup>11</sup></p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan has contracts for 3-8 development and vertical equating for both MEAP and MI-Access.</p> <p>In January 2003, Michigan began a contract with a new test development firm to revise the current MEAP testing program and transform it into the grade-level testing program required by NCLB. MI-Access is also working with a test development vendor in the development of the grades 3-8 assessments for all of MI-Access. Michigan also needs to add the two additional grades/ages for the current MI-Access assessments. Michigan will also be vertically equating the MI-Access assessments.</p> <p>The contract requires that the grade level tests be vertically equated, allowing each year's testing to be an accurate measure of student progress from the previous year's instruction and testing. As new tests are developed, either as a whole (e.g., all English Language Arts tests, grades 3-8) or in part (e.g., new English Language Arts test at grade 4), the tests are required to be equated, either as a whole, or with the grade level tests that will be retained.</p>		

<sup>11</sup> Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

Michigan will begin its testing in grades 3-8 in 2004-05. This will result in some changes in AYP calculations, notably collapsing scores from grades 3-5 for the elementary level and grades 6-8 for the middle school level. A determination will be made in 2004-05 regarding whether new starting points will need to be set.

In addition, Michigan will evaluate its starting points when Phase 2 of MI-Access is implemented.

Students attending public schools that are in their first year of operation will be included at the district and state levels in determining district AYP. New schools will receive an “AYP alert” based on the annual objectives in their first year of operation. AYP determinations for new schools will commence with their second year of operation, at which time students attending the new school will be included at the school, district, and state levels.

**PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.**

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Michigan's policy is that all students enrolled must participate in the MEAS. The assessment administration window is specifically designed so that schools may administer the assessment on a different day to students who may have been absent from school. This policy has always resulted in most, if not all, Michigan students participating in the MEAS.</p> <p>The Michigan State Board approved the "Policy To Include All Students In The Michigan Educational Assessment System" on October 18, 2001. This policy is included in Attachment 18.</p> <p>Schools are required to administer the state assessments within a designated assessment administration "window." In order to assure that schools and districts meet the 95% tested requirement, a single day will be designated within the assessment window. The SRSD will be used to determine the actual enrollment on those days. This up-to-date enrollment count will be used to determine whether 95% of the enrolled students have participated in the testing.</p> <p>Michigan's high school assessments are governed by several provisions of state law including statutes which provide for:</p> <ul style="list-style-type: none"> <li>• State endorsement based on the results of the assessments;</li> <li>• The opportunity to "dual enroll" in college classes while in high school, based on exhausting the high school curriculum in a content area and based on the results of the assessments; and</li> </ul>		



- The Merit Award Scholarship, which is based on results of the assessments.

The demanding content of the high school assessments is such that the State of Michigan awards a scholarship of \$2,500 for post-secondary education to any high school student who passes (levels 1 or 2) four of the high school MEAP tests (Reading, Writing, Mathematics, Science). The MEAP high school tests were the subject of careful review by the Michigan Legislature, which provided in state law for the framework in which students normally are administered the high school assessments in the spring of the eleventh grade. However, students who are seeking to qualify for dual enrollment in eleventh grade are allowed to take the assessments in the tenth grade. While it is given at the end of eleventh grade, the high school assessment is treated as a graduation-level exam in Michigan.

Michigan law is clear that a student may retake the assessment to improve his or her score, and that the student's best score is used for dual enrollment, state endorsement, and for the scholarship. Michigan uses the student's best score in the state accreditation program, *Education YES!* Therefore, Michigan seeks to use the high school student's best score, whenever it is attained, for the purpose of determining proficiency for the No Child Left Behind Act. This method is consistent with several policy objectives that are outlined above. It results in a report of achievement by graduating class, which is required by Michigan statute. It is understood that this approach does not comply with the federal regulations governing the multiple administrations of assessments. However, Michigan feels strongly that the demanding content, and the importance that it is given through the scholarship, justify the use of the student's best score. In Michigan, approximately 40% of the graduating class of 2002 took one or more of the high school assessments as twelfth graders. Much of this is because of the nature of the high school curriculum, in which some students may not have taken certain classes until that time. Michigan seeks to have these scores count for the purpose of determining proficiency.

To calculate the participation rate, Michigan will designate the number of students enrolled in the eleventh grade as the "universe" of students that are required to participate in the assessment. Michigan's system of assigning a Unique Identification Code for each student allows the matching of the student's enrollment and the student's assessment score. A student will be counted as participating if the student takes the assessment in the tenth grade for dual enrollment, in the eleventh grade. High school results, including achievement and participation, will be reported by eleventh grade cohort.

The minimum 95% participation rate will be calculated for the students in the aggregate, and for each of the subgroups in the school, based on the up-to-date enrollment in these subgroups.

The 95% participation rate is calculated separately for English Language Arts and Mathematics.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>As stated earlier in this workbook, the Michigan State Board of Education has determined thirty (30) as the minimum group size in order to deliver statistically reliable results for a subgroup. Whenever a subgroup numbers thirty (30) or above, the 95% tested requirement will be applied. Regardless of the size of the school district, school, or subgroup, however, all students in a subgroup will participate in the state assessment and their scores will be included in school and district results.</p>		

## Appendix A

### Required Data Elements for State Report Card

#### 1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

**Michigan Report Card  
As Required by the  
No Child Left Behind Act**

2002-03 Assessment Results by Grade Level and Subgroup

Student Group	Grade 4 Mathematics							
	2002-03 Assessment Results	State Target	Difference From State Target	Students Tested	Students Enrolled	Students Not Tested	Percent Not Tested	Two Year Trend
All Students		47%						
African American/Black								
American Indian/Native Alaskan								
Asian/Pacific Islander								
Hispanic								
Multiracial								
White								
Other								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
Migrant								
Male								
Female								

Student Group	Grade 4 Reading							
	2002-03 Assessment Results	State Target	Difference From State Target	Students Tested	Students Enrolled	Students Not Tested	Percent Not Tested	Two Year Trend
All Students		38%						
African American/Black								
American Indian/Native Alaskan								
Asian/Pacific Islander								
Hispanic								
Multiracial								
White								
Other								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
Migrant								
Male								
Female								

2002-03 Assessment Results by Grade Level and Subgroup

Student Group	Grade 7 Reading							
	2002-03 Assessment Results	State Target	Difference From State Target	Students Tested	Students Enrolled	Students Not Tested	Percent Not Tested	Two Year Trend
All Students		31%						
African American/Black								
American Indian/Native Alaskan								
Asian/Pacific Islander								
Hispanic								
Multiracial								
White								
Other								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
Migrant								
Male								
Female								

Student Group	Grade 8 Mathematics							
	2002-03 Assessment Results	State Target	Difference From State Target	Students Tested	Students Enrolled	Students Not Tested	Percent Not Tested	Two Year Trend
All Students		31%						
African American/Black								
American Indian/Native Alaskan								
Asian/Pacific Islander								
Hispanic								
Multiracial								
White								
Other								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
Migrant								
Male								
Female								

2002-03 Assessment Results by Grade Level and Subgroup

Student Group	High School Mathematics							
	2002-03 Assessment Results	State Target	Difference From State Target	Students Tested	Students Enrolled	Students Not Tested	Percent Not Tested	Two Year Trend
All Students		33%						
African American/Black								
American Indian/Native Alaskan								
Asian/Pacific Islander								
Hispanic								
Multiracial								
White								
Other								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
Migrant								
Male								
Female								

Student Group	High School Reading							
	2002-03 Assessment Results	State Target	Difference From State Target	Students Tested	Students Enrolled	Students Not Tested	Percent Not Tested	Two Year Trend
All Students		42%						
African American/Black								
American Indian/Native Alaskan								
Asian/Pacific Islander								
Hispanic								
Multiracial								
White								
Other								
Students with Disabilities								
Limited English Proficient								
Economically Disadvantaged								
Migrant								
Male								
Female								

Other Indicators

	Graduation Rate	Student Attendance
All Students		
African American/Black		
American Indian/Native Alaskan		
Asian/Pacific Islander		
Hispanic		
Multiracial		
White		
Other		
Students with Disabilities		
Limited English Proficient		
Economically Disadvantaged		
Migrant		
Male		
Female		



Performance of Local Educational Agencies Regarding  
Adequate Yearly Progress

	Make AYP in 2002-03	Identified for Improvement in
Number of Schools		

Schools Identified for Improvement	
District	School

Teacher Qualifications		
	High Poverty Schools	Low Poverty Schools
Percentage of Teachers with Emergency or Provisional Credentials		
Percentage of Classes in the State not Taught by Highly Qualified Teachers		

STATE OF MICHIGAN  
STATE BOARD OF EDUCATION

**DEFINITIONS OF FULL ACADEMIC YEAR,  
GRADUATION RATE, AND  
ATTENDANCE RATE**

**Full Academic Year**

**For a school district:** Students must have been enrolled in the school district for the two most recent semi-annual official count days.

**For an individual school:**

1. Students must have been enrolled in the school for the two most recent semi-annual official count days.
2. For students in their first year in a school building because of the grade structure of the receiving school (for example, a student “graduating” from a K-4 elementary school to a 5-8 middle school), the student will be considered as having been in the middle school for a full academic year if the student was, in the previous year, enrolled in another school (in this case the elementary school) in the same school district.
3. Students who have been in the school district for a full academic year but have moved from building to building at the same level (that is, elementary to elementary), within the district will be counted in the district’s Adequate Yearly Progress (AYP) but not in a building’s AYP.

**Graduation Rate**

1. For purposes of calculating graduation rate, a “school year” will be considered as from the start of a school’s academic year through August 31. This allows the graduation rate to include seniors who graduate during the summer.
2. A beginning target percentage graduation rate will be established for the state. This beginning target will be established in a manner similar to the calculation of achievement targets for adequate yearly progress in Reading and Mathematics. All high schools in the state will be arranged in descending order of graduation rate percentage, along with the enrollment for each school. The graduation rate of the high school at the 20<sup>th</sup> percentile of total state high school enrollment will become the initial target graduation rate for the state. The initial target graduation rate will remain constant for two years, 2003-04 and 2004-05, but will be increased in 2005-06, 2008-09.
3. It estimated at this time that the 20<sup>th</sup>-percentile-of-total-enrollment formula will result in a beginning statewide target graduation rate of approximately 80%.

4. Schools above this rate will be considered as making AYP. Schools below the rate will be considered making AYP if they achieve a certain percentage growth within the first two years of establishing the target rate, and a certain percentage growth every year thereafter (“safe harbor”).
5. For schools whose graduation rate is initially below the state target rate, the amount of improvement needed to achieve “safe harbor” will be calculated by subtracting a school’s actual graduation rate from the state target rate. In order to be considered as making AYP by a “safe harbor” approach, a school will be expected to reduce this gap number by ten percent (10%), to be achieved over a period of two years.
6. Four years will be considered the normal period of time for a high school student to earn a regular diploma. For a high school containing grades below grade 9, e.g. 7-12 high school, only grades 9-12 will be considered. For a 10-12 high school, the normal period will be four years and, for purposes of calculating graduation rate, it will be necessary to begin tracking the cohort in grade nine in the district’s middle or junior high school. For a student with disabilities (special education student), the student’s Individualized Educational Program Team (IEPT) may determine a specific “normal period” for this student.
7. Graduation rate will be computed on following ninth grade students as a cohort through the years of high school. Graduation rate will be calculated on the percentage of the cohort who earn a regular diploma. When students exit from a school district, an exit code for the student must be entered into the Single Record Student Database (SRSD) at the Center for Educational Performance and Information (CEPI). These codes will be used to determine what students will remain in the cohort being followed, to calculate the graduation rate.
8. Students with the following CEPI codes will be considered as in the cohort and will be included in the calculation of graduation rate:
  - 01 – Graduated from general education with a diploma.
  - 02 – Graduated from general education with a diploma and applied to a degree granting college or university.
  - 03 – Graduated from an alternative program.
  - 04 – Graduated and applied to a non-degree granting institution.
  - 05 – Completed general education with an equivalency certificate.
  - 06 – Completed general education with other certificate.
  - 07 – Dropped out of school.
  - 10 – Expelled from the school district (no further services).
  - 11 – Enlisted in military or Job Corps.
  - 13 – Incarcerated.
  - 16 – Unknown.
  - 17 – Placed in a recovery or rehabilitative program.
  - 19 – Expected to continue in the same school district.
  - 20 – Special Education student – received certificate of completion.
  - 21 – Special Education student – reached maximum age for service.
  - 22 – Special Education student – no longer receiving services and return to general education program.

9. The ninth (or tenth) grade cohort will be reduced by students who exit from school during the high school grades according to the following CEPI exit codes:

- 08 – Enrolled in another district in Michigan.
- 09 – Moved out of state.
- 12 – Deceased.
- 14 – Enrolled in home school.
- 15 – Enrolled in a non-public school.
- 18 – Left adult education.
- 25 – Special Education student – enrolled in special education in another district.
- 26 – Special Education student – enrolled in another district, not in special education.

The following CEPI exit codes would require the student to remain in the denominator but would not be counted as “graduating” in the calculation of graduation rate:

- 05 – Completed general education with an equivalency certificate.
- 06 – Completed general education with other certificate.
- 07 – Dropped out of school.
- 16 – Unknown.
- 20 – Special education student – received certificate of completion.
- 21 – Special education student – reached maximum age for services.
- 22 – Special education student – no longer received services and returned to general education program.

The following CEPI exit codes will be used to calculate dropout rate:

- 07 – Dropped out of school.
- 16 – Unknown.

10. For purposes of calculating AYP for a high school, a four-year (grades 9-12) cohort will be used for all Michigan high schools. This will entail starting with the ninth graders in the schools that feed into high schools that serve only grades 10-12. Because dropouts typically occur between grades 9 and 10, a disparity will likely appear in the graduation rate of a 9-12 high school versus a 10-12 high school. While the official AYP status will be determined as just described, it is planned that high schools will be given a second, advisory AYP status, based on a 10-12 cohort, enabling all high schools to be compared using the same calculation method.
11. It is not an expectation that, like student proficiency in English Language Arts and Mathematics, the target goal for graduation rate in Michigan should reach 100% by 2013-14. The reality of high school enrollment, in Michigan and elsewhere, would make this an improbable if not impossible goal to reach. It is expected, however, that growth toward higher targets should be encouraged. Based on an estimated beginning target graduation rate of 80% for 2002-03, the following intermediate target goals are recommended:

2005-06 – 85%

2008-09 – 90% This rate would be remain in effect through 2013-14.

## **Attendance Rate**

The calculation of attendance rate will be based on data submitted to CEPI in the SRSD, comparing:

- Each student's total possible number of attendance days that year, based on the student's date of enrollment.
- Each student's actual days of attendance, out of the total attendance days possible for that student.

A school's attendance rate will be the aggregate total number of days of actual attendance for all students in the school, divided by the aggregate total number of possible days of attendance for all students, based upon each student's date of enrollment, times 100, to obtain a percentage figure.

The initial percentage target for the state will be: 85% attendance. Schools above this percent will be considered making AYP. Schools below this percent will be considered making AYP if, over a period of two years, they reduce by 10% the percentage of students representing the gap between the 85% target and the school's actual rate ("safe harbor"). (Example - school attendance rate: 70%.  $85\% \text{ minus } 70\% = 15\% \text{ gap}$ .  $15 \text{ times } 10\% = 1.5$ . School target becomes 71.5% in order to make AYP.)

It is not expected that Michigan's eventual target attendance rate would be 100%. The realities of student attendance, in Michigan and elsewhere, would make this an improbable if not impossible goal to reach. It is expected, however, that growth toward higher targets should be encouraged. Based on an estimated beginning target attendance rate of 80% for 2002-03, the following intermediate target goal is recommended:

2008-09 – 90% This rate would remain in effect through 2013-14.

Adopted April 24, 2003

## Field 23: Exit Status

<b>Submission date:</b>	Fall, Spring and EOY
<b>Field specifications:</b>	2 character, right justified
<b>Record position/type:</b>	202-203, character
<b>Warehouse name/type:</b>	ExitStatusCode
<b>SIF Tag:</b>	<ExitStatus>
<b>Code/format:</b>	<p>This is a two position field with a default code that includes why the student left the school district (NN).</p> <ul style="list-style-type: none"> <li>01 Graduated from general education with a diploma</li> <li>02 Graduated from general education with a diploma and applied to a degree granting college or university</li> <li>03 Graduated from an alternative program</li> <li>04 Graduated and applied to a non-degree granting institution</li> <li>05 Completed general education with an equivalency certificate</li> <li>06 Completed general education with other certificate</li> <li>07 Dropped out of school</li> <li>08 Enrolled in another district in Michigan</li> <li>09 Moved out of state</li> <li>10 Expelled from the school district (no further services)</li> <li>11 Enlisted in military or Job Corps</li> <li>12 Deceased</li> <li>13 Incarcerated</li> <li>14 Enrolled in home school</li> <li>15 Enrolled in non-public school</li> <li>16 Unknown</li> <li>17 Placed in a recovery or rehabilitative program</li> <li>18 Left Adult Education</li> <li>19 Expected to continue in the same school district</li> <li>20-21 and 25-26 Special Education codes (see Field #45)</li> </ul>
<b>Default code:</b>	19

**Definition:** Use only one code for the reason why the student is no longer in the school district. For special education students, codes 20-21 and 25-26 in Field #45 (Exit/Completion Reason) may also be used. If the student has transferred to another school within the same school district, the previous school should report an exit code of '19' and leave Field #24 (Exit Date) blank. This student should not appear in the previous school's subsequent submissions. If the student has been expelled but continues to receive services, report an exit code of '19' and complete Fields #112-120. Use an exit code of '10' (in addition to completing Fields #112-120) only for students who are expelled and no longer receive services from the school district.

- 01 Graduated from general education with a diploma. Used for a student who earned a high school diploma. Includes early graduates who earn a high school diploma. Also include the student with an IEP who met the same graduation

requirements as the nondisabled student. Exclude any student who graduated by meeting only IEP requirements.

- 02 Graduated from general education with a diploma and applied to a degree granting college or university. Used for a student who graduated with a high school diploma and to the best of the district's knowledge, enrolled in a two or four year degree granting college or university.
- 03 Graduated from an alternative program. Used for graduates receiving a diploma from an alternative program in a regular high school or a separate building.
- 04 Graduated from general education and applied to a non-degree granting institution. Used for a student who graduated and to the best of the district's knowledge, enrolled in a non-degree granting institution (e.g., trade, technical, vocational, or business school).
- 05 Completed general education with an equivalency certificate. Used for a student known to have passed the GED test and is under 20 years of age.
- 06 Completed general education with other certificate. Used for a student who completed school with some other type of certificate, such as a certificate of attendance/completion, or a district competency test.
- 07 Dropped out of school. Used when a student, upon reaching age 16, stopped attending school, and no reason is given. For special education the student left school before the age of 26 without completing his/her educational program.

When the MEIS reports dropouts to the National Center for Education Statistics on the Common Core of Data (CCD), the following criteria are used:

- 1. was enrolled in school at some time during the previous school year and was not enrolled on the count date; or
  - 2. was not enrolled the previous school year although expected to be in membership (i.e., was not reported as a dropout); and
  - 3. has not graduated from high school or completed a state- or district-approved educational program, and
  - 4. does not meet any of the following exclusionary conditions:
    - i. transfer to another public school district, private school, or state- or district-approved education program (code 08, 09, 14 or 15);
    - ii. temporary school-recognized absence due to suspension or illness, or
    - iii. death (code 12).
- 08 Enrolled in another district. Used when a student moved to another school district in Michigan and is known to be continuing in education. Movement to another district includes moving to state institutions.
  - 09 Moved out of state. Used when a student has moved out of state and is no longer attending a public or private school in Michigan. Used when students and their parents/guardians physically move outside the original district of residence to another state or country. This code should also be used when a foreign exchange student left midyear to return to his/her home country.
  - 10 Permanently expelled from school district. Used when either a general education or a special education student has been permanently expelled from school by official board action. This does not include a special education

student on long-term suspension or a student who is placed in an alternate education setting. A student with this code requires further information located in the expulsion section (Fields #112-120) at the end of this SRSD.

Students who are expelled for less than the remainder of the current school and continue to receive services should receive a code 19 (expected to continue) with the appropriate code in Field #120 of either codes 2, 3, or 7.

- 11 Student enlisted into the military or district/national Job Corps. Used when the student left school to enlist in a branch of the U.S. Military.
- 12 Deceased. Used when a student has passed away.
- 13 Incarcerated. Used when a student is placed under jurisdiction of juvenile or criminal justice authority.
- 14 Enrolled in home school. Used when a student receives instruction offered in a home, and regulated by state law, for reasons other than health.
- 15 Enrolled in non-public school. Used when a student attends a non-public school, such as a parochial school.
- 16 Unknown. Used when the current status of the student is unknown. For reporting purposes, this student is considered a dropout, unless s/he can be located in another district.
- 17 Recovery program. Used when the student was placed in a recovery program, rehabilitative program, or under psychiatric care.
- 18 Adult education. Participant is no longer enrolled in an Adult Education Program.
- 19 Expected to continue. Used when the student is expected to continue normal matriculation through the educational system in the same district.

20-21 and 25-26 Special Education students only. See Field #45 for definitions of these codes. Used when special education student leaves the school district.

**Common entry errors:** Field is left blank.

**Programming edits:** If the exit code is between 01-26 (20-26 are special education codes), a valid date must be submitted in “Date Exited” (Field #24). If the status is code 19, the “Date Exited” field may be left blank. If the field is out-of-range, a *fatal error* is reported.

Fatal errors occur when this field is blank or out-of-range.

Warning (none)



## Field 45: Exit/Completion Reason

<b>Submission date:</b>	Fall, Spring and EOY
<b>Field specifications:</b>	2 character, padded with blanks
<b>Record position/type:</b>	411-412, character
<b>Warehouse name/type:</b>	ExitStatusCode
<b>SIF Tag:</b>	<>
<b>Code/format:</b>	<p>This is a two position field that indicates why the student with disabilities left education (NN).</p> <p>1-16 See Field #23 for these codes. 20 Received certificate of completion or finished IEP requirements 21 Reached maximum age 22 Declassified 25 Enrolled in another district known to continue in special education 26 Enrolled in another district known not to continue in spec educ</p>

**Definition:** Use this code in addition to the “Exit Status” codes 1-16 in field #23 for the reason why the student is no longer in the educational setting since the last submission.

- 1-16 See field #23 for these codes. Field #23: Exit Status codes 1-16 can be used in this field when the special education student leaves the district.
- 20 Received certificate of completion or finished IEP requirements. Student received a certificate or completed the IEP and is no longer eligible to attend school.
- 21 Reached maximum age. Student reached the maximum age of 26 for receipt of programs or services and is no longer eligible to attend school.
- 22 Declassified. Student is no longer receiving special education services (including a PPI student who reached the age of 7\_8) and has returned to the general ed program.
- 25 Enrolled in another district known to continue in special education. Used when a student moved to another district in Michigan and is known to be continuing in special education. Movement to another district includes moving to state institutions.
- 26 Enrolled in another district known not to continue in special education. Used when a student moved to another school district in Michigan and is known to be not continuing in special education. Movement to another district includes moving to state institutions but not to special education programs.

**Programming edits:** If an exit reason is used, a valid date must occur in “Date Exited” (Field #46). Code must not be out-of-range.

- xiii. Fatal errors occur when blank and valid date appears in Field #46: Date Exited or Completed.

Message: Field #46 contains a valid date, and this field is blank.  
Warning (none)

## Field 46: Date Exited or Completed

<b>Submission date:</b>	Fall, Spring and EOY
<b>Field specifications:</b>	10 character, date with slashes, padded with blanks
<b>Record position/type:</b>	413-422, date
<b>Warehouse name/type:</b>	ExitDate
<b>SIF Tag:</b>	<>
<b>Code/format:</b>	month, day, and year (MM/DD/CCYY)

All dates must appear in the following manner: DD must be a number between 01 and 31. CCYY represents the year. For example, May 8, 1994 = 05/08/1994. Each MM must be one of the following:

01 January	07 July
02 February	08 August
03 March	09 September
04 April	10 October
05 May	11 November
06 June	12 December

**Definition:** The month, day, year of the first day after the date a student last attended school, graduated, or became known officially to have left the educational setting. Place a date in this field when the student left school or terminated his/her special education program or service.

**Programming edits:** If a student is in a special education program, and if code 01-16 was used in the "Exit Status" (Field #23) or if code 20-26 was used in "Exit/Completion Reason" (Field #45), then a valid date must occur.

Fatal errors occur when field is blank, and code 0-16 was used in Field #23: Exit Status; or field is blank, and code 20-26 was used in Field #45: Exit/Completion Reason.

Message: Field #23 used code 0-16, or Field #45 used code 20-26, and this field is blank.

Warning (none)

**Michigan Merit Award Board**  
**Resolution 2001-02: Establishment of Standard Assessment**  
**Accommodations for Purposes of Michigan Merit Award**

NOW, THEREFORE, IT IS RESOLVED:

The following test accommodations will be considered “standard accommodations” for Michigan Merit Award purposes.

**Standard Accommodations**

**Scheduling**

- \* *Provision of additional testing time*
- \* *Allowance of frequent or extended supervised breaks*
- \* *Administration of the test at a time most beneficial to the student, with appropriate supervision by a school district professional*

**Location**

- Provision for test administration at home or in a care facility with appropriate supervision by a school district professional
- Provision for distraction-free space or alternate location (e.g., study carrel, front of classroom)
- Placement of student where he/she is most comfortable (e.g., front of room, back of room)
- \* *Administration of test in an ESL or special education classroom*
- Provision for individual test administration (supervised)
- Provision for special lighting
- Provision of adaptive or special furniture
- Provision for freedom to move, stand or pace during an individualized test administration
- Provision of special acoustics
- \* *Provisions for test administration in a small group setting*
- Provision of soft, calming music to minimize distractions

**Assistance with Test Directions**

- \* *Reading all directions to student in English or in native language, provided that the student is receiving native language instruction at least part of the time.*

- Rereading of directions for each subtask, as required
- Use of directions that have been highlighted
- Simplification of language in directions (paraphrase)
- Emphasis on verbs in directions
- \* *Provision for student restatement of directions in his or her own words*
- Use of sign language or oral interpreters for directions and sample items
- \* *Clarification of directions by asking students to restate them*

### **Assistance during Assessment**

- \* *Administration of test by ESL staff, special education teacher or similarly qualified person*
- *Reading of Math, Social Studies, Science and Writing assessment content and questions to student in English or in native language, provided that the student is receiving native language instruction, at least part of the time. (Note: Reading Parts 2A, 2B, or 3 of the ELA test to a student is a nonstandard accommodation, since these tests are measures of reading or listening to English.)*
- Signing of assessment content and questions to student except for the reading test (Note: Reading Part 2A or 2B of the ELA test to a student is a nonstandard accommodation.)
- Use of page-turner
- Recording of student responses (writing or audiotape)
- Placement of teacher/proctor near student

### **Equipment and Assistive Technology**

- Use of talking calculator (mathematics test only)
- User of sign language to indicate student response, except for constructed-response items
- Use of text-talk converter except for the reading and listening tests (Note: Reading Part 2A, 2B or 3 of the ELA test to a student is a nonstandard accommodation.)
- Use of visual magnification devices
- Use of auditory amplification devices
- Use of masks, overlays or markers to maintain place
- Use of tape recorder *with an audiotaped* version of tests except for the reading test (Note: Reading Part 2A or 2B of the ELA test to a student is a nonstandard accommodation.)

- Use of Braille writer for recording responses
- Use of communications device to indicate responses
- Use of calculator (mathematics assessments only)
- Use of rulers as provided by Michigan Educational Assessment Program
- Use of pencils adapted in size or grip
- Use of list of formulae as provided by Michigan Educational Assessment Program
- Use of noise buffers
- Use of computer or word processing equipment (spell check, thesaurus and grammar check must be disabled)
- \* Use of bilingual word-for-word translation dictionary for LEP students (no dictionaries that define or explain words or terms)
- Use of Braille ruler
- Use of acetate colored shield to reduce glare and increase contrast
- Use of voice-activated word processor (except for writing assessment)
- Use of devices or equipment to secure paper to desk

### **Test Format**

- Use of lined or grid paper for recording answers
- Provision of Braille or large-print editions of the assessments
- Permission to mark answers in test booklet, to be transferred to answer folder by teacher or proctor
- Use of computer for task presentation
- Communication of test questions by audiotape except for the reading test (*Note: Reading Part 2A or 2B of the ELA test to a student is a nonstandard accommodation.*)
- Use of scribe for constructed-response items (student must indicate punctuation and spell all key words)
- Permission to accomplish subtests in different order

Accommodations not on this list will be considered “nonstandard,” and MEAP test scores accomplished by use of nonstandard accommodations will not be considered eligible scores for Michigan Merit Award purposes. Examples of such nonstandard accommodations would include the following:

### **Nonstandard Accommodations**

- Any accommodation not included as a standard accommodation that violates the Michigan Merit Award Test Administration Ethics Procedure
- Use of a calculator on any MEAP assessment other than mathematics assessments
- Use of electronic spell checkers, thesaurus or grammar check
- Use of a dictionary, thesaurus or spelling book for mathematics, science, social studies or reading assessments
- The reading or translation of any portion of Part 2A, 2B, or 3 of the ELA test in English or a student's native language
- Any test administration not directly supervised by a school district professional

Accommodations not included on the Standard Accommodations list, which in the opinion of school officials, parents, teachers or other interested parties do not violate the MEAP Test Administration Ethics policy and do not interfere with the intent of the assessments, may be approved by the Michigan Merit Award executive director, pending review by the Michigan Merit Award Board.

*\*Accommodation may be used as appropriate for LEP students.*